2013 District and Campus COORDINATOR MANUAL

TEXAS STUDENT ASSESSMENT PROGRAM

State of Texas Assessments of Academic Readiness (STAAR)

Texas English Language Proficiency Assessment System (TELPAS)

Table of Contents

STAAR

TELPAS

Contact Information/Resources

2013 Contact Information	
For questions about	**Contact**
student assessment program and Texas Education Agency's policies, State Board of Education or commissioner rules, accommodation requests, testing irregularities, and general testing questions	Texas Education Agency's Student Assessment Division Telephone: 512-463-9536 Fax: 512-463-9302 Email: Student.Assessment@tea.state.tx.us Website: http://www.tea.state.tx.us/student.assessment
shipment status, missing shipments, additional orders, standard and optional reports requests, score code corrections, student information updates or changes, hand-scoring and rescoring requests, and precoding	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: AOCAnswers@support.pearson.com
accessing and navigating the Texas TrainingCenter for STAAR Alternate and TELPAS training activities	Pearson's Austin Operations Center Telephone: 800-627-0225 Email: telpas.techhelp@support.pearson.com
accessing online resources or online test administration procedures for online testing technical concerns or issues	Pearson's Austin Operations Center Telephone: 800-627-0225 512-989-5300 Fax: 512-989-5375 Email: pearsononlinetesting@support.pearson.com

2013 General Information Resources	
For general information related to	**Access**
student assessment program	TEA's Student Assessment Division website at http://www.tea.state.tx.us/student.assessment
participation counts and precoding	*User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide
ordering additional materials	*User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide
STAAR	http://www.tea.state.tx.us/student.assessment/staar
STAAR Spanish, STAAR L, and TELPAS	http://www.tea.state.tx.us/student.assessment/ELL
STAAR Modified and STAAR Alternate	http://www.tea.state.tx.us/student.assessment/special-ed
TELPAS holistic rating training courses, online calibration activities, and training management tools for coordinators	http://www.TexasAssessment.com/TexasTrainingCenter
online testing (training, administration materials, technology assistance, and student tutorials)	*User's Guide for the Texas Assessment Management System* at http://www.TexasAssessment.com/guide
reporting incidents of testing irregularities	http://www.tea.state.tx.us/student.assessment/admin/incidents/online

2013 Online Resources	
Reference materials available online include the	**Located at**
2012–2013 Test Security Supplement	http://www.tea.state.tx.us/student.assessment/security
2013 District and Campus Coordinator Manual	http://www.tea.state.tx.us/student.assessment/manuals/dccm/
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac/
STAAR Questions and Answers	http://www.tea.state.tx.us/student.assessment/staar
TestNav 7 Combined Technical Guide	http://www.TexasAssessment.com/techinfo
User's Guide for the Texas Assessment Management System	http://www.TexasAssessment.com/guide

Abbreviations

Certain key terms are abbreviated throughout the manual. The table below lists abbreviations commonly used in the *Coordinator Manual*.

Abbreviation	Term
ARD	admission, review, and dismissal
CSR	Confidential Student Report
ELA	English Language Arts
ELL	English language learner
ELPS	English Language Proficiency Standards
EOC	end-of-course
ESL	English as a second language
IEP	Individualized Education Program
LEP	limited English proficient
LPAC	language proficiency assessment committee
PEIMS	Public Education Information Management System
PLDs	proficiency level descriptors
SSI	Student Success Initiative
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System

Policy and Procedure Highlights

This section provides key policy and procedure highlights for the 2013 STAAR and TELPAS administrations. The STAAR Questions and Answers document on TEA's Student Assessment Division website provides additional information about assessment policies and procedures.

STAAR English I, II, and III Reading and STAAR English I, II, and III Writing

- STAAR English I, II, and III reading and STAAR English I, II, and III writing will be in separate test booklets and will have separate answer documents. STAAR Modified English I, II, and III reading and STAAR Modified English I, II, and III writing will also be in separate test booklets, but students will continue to use a single answer document for both of these tests.

STAAR Writing Answer Documents

- The writing answer documents include symbols at the top of the composition pages that correspond to symbols at the top of the prompt pages in the test booklet to help students record their compositions in the correct place.

Composition Retention and Duplication

- District personnel are not permitted to retain copies of student compositions or short answer responses for any STAAR or STAAR Modified administration. District personnel are not able to order electronic versions of student compositions or short answer responses as optional reports.

- Electronic images of students' April 2013 English II expository and persuasive essays will be posted to the Texas Assessment Management Systems, delivered through PearsonAccess.

Student Success Initiative (SSI)

- SSI retest opportunities for STAAR, STAAR Spanish, and STAAR Modified mathematics and reading tests at grades 5 and 8 are scheduled in May and June of 2013.

STAAR Modified

- STAAR Modified will add an operational test for world history in May 2013. Only raw scores will be reported for world history in spring. After passing standards are set in fall 2013, students will receive a test score with performance standards applied.

Mandatory Sampling

- In addition to students for whom STAAR is the graduation requirement, the April 2013 STAAR English III writing and English III reading assessments will be administered to students on selected campuses who are enrolled in English III but whose graduation requirement is the Texas Assessment of Knowledge and Skills (TAKS). It is important to note that only campuses selected to participate in this additional mandatory sampling will be allowed to administer English III writing or English III reading to students with a TAKS graduation requirement. Campuses will receive score reports for all students who participate in this mandatory sampling.

Assessments for English Language Learners (ELLs)

- STAAR L will be administered online beginning in spring 2013. The STAAR L online interface allows students to receive linguistic accommodations, including hearing words read aloud; therefore, students testing in groups will need headphones in order to avoid disturbing others in the testing room.

- Paper administrations of STAAR L will be available in rare circumstances in which online testing is not possible. Information about the STAAR L paper-request process is available under General Resources on the Coordinator Manual Resources webpage.

- As part of the spring 2013 TELPAS assessment, districts will be required to submit information about ELLs with extenuating needs that affect their ability to acquire English language proficiency. Details are provided in Appendix B, Additional Data Collection for TELPAS.

- Information about qualifying unschooled ELL asylees and refugees will be collected as part of the additional data collection for TELPAS; this data collection is necessary to exclude eligible students' STAAR results from state accountability ratings. Refer to Appendix B for more information.

Coordinator
Manual
Resources

How to Use the 2013 Coordinator Manual

The instructions in this manual explain the responsibilities of testing coordinators for STAAR, STAAR Spanish, STAAR L, STAAR Modified, and TELPAS administrations. Testing coordinators must be thoroughly familiar with the contents of this manual and the provisions of 19 TAC, Chapter 101. Test administration policies and procedures must be followed as written so that testing conditions are uniform statewide.

Coordinator Manual Organization

The "Student Assessment Program Overview" section includes general information about the Texas student assessment program, an overview of available assessments, a Calendar of Events, and test security and confidentiality requirements.

The body of the manual is divided into a section for STAAR and a section for TELPAS. Both the STAAR and TELPAS sections of the manual are divided in the following manner:

- Introduction
- Training
- Preparation for Test Administrations
- Monitoring of Test Administrations
- Completion of Test Administration Process

This manual is set up to represent a chronological checklist. You will see both District Coordinator (DC) and Campus Coordinator (CC) checklists; the **DC** and **CC** icons indicate which checklist you are reading. If both the district coordinator and campus coordinator icons are used with a checklist item, either coordinator may be responsible for completing the task.

The appendices include gridding information, TELPAS data collection, and security oaths for STAAR and TELPAS administrations. Additional resources to the *Coordinator Manual* can be accessed on the TEA website. Links to the variety of online resources mentioned in this manual can be found in the "NOTES" column.

Coordinator
Manual
Resources

The *Coordinator Manual* is designed to support district and campus coordinator activities. Features of the current design include the following:

- merged district and campus coordinator sections
- icons that indicate areas of responsibility for district and/or campus coordinators
- action-oriented checklists embedded in the text
- a "NOTES" column on each page with links to resources found online and space to jot down important reminders

Keep the *Coordinator Manual* as a reference for all assessments offered January through December in 2013. This manual will **NOT** be included in the coordinator packet for each test administration. It is shipped to districts in January 2013, along with the Calendar of Events poster.

Icons

The following icons are used throughout the manual to help coordinators better understand their responsibilities or to indicate additional available resources. Most icons will be located in the "NOTES" column.

This icon indicates a checklist item that a district coordinator is responsible for completing.

This icon indicates a checklist item that a campus coordinator is responsible for completing.

This icon indicates a link to the Calendar of Events. The text below the icon is a link to the calendar. The Calendar of Events is also found on the Coordinator Manual Resources webpage.

This icon indicates additional information that is available online. Text located below the icon links to specific online resources.

This icon indicates a document found on the Coordinator Manual Resources webpage that supplements information in the *Coordinator Manual* such as optional forms, checklists, or graphics. The text below the icon is a link to the document.

This icon indicates a resource found on the TexasAssessment website that supplements information in the *Coordinator Manual*. The text below the icon is a link to the TexasAssessment webpage.

The "NOTES" column is provided for your convenience, and can be used to jot down information; it also provides hyperlinks to various resources, as noted below.

This icon indicates a district coordinator responsibility.

This icon indicates online content.

The text indicates a link that can access additional information.

This manual is set up to represent a chronological checklist.

This icon indicates a resource on the TexasAssessment website.

This icon is a link to the Calendar of Events.

STAAR

NOTES

Training

This section of the manual covers the training process for district coordinators, campus coordinators and principals, test administrators, and technology staff (for online administrations). It also includes information about preparing for training sessions, scheduling sessions, materials needed for training, and topics that should be covered at the training sessions.

Prepare for and attend district coordinator training session.

❏ Review Manual
- Read this manual and review additional resources available online before the training session.
- Become thoroughly familiar with the policy and procedure highlights detailed in the front section of this manual.
- Become familiar with the different roles and responsibilities of individuals participating in testing.

❏ Review TAC
- Become thoroughly familiar with the sections of the TAC addressing security and confidentiality, eligibility requirements for assessments, testing accommodations, and testing requirements for graduation.

❏ Review Resources for Online Activities
- Become familiar with the *Assessment Management System User's Guide* that provides details for navigating and using resources of the Assessment Management System.
- Become familiar with the *TestNav 7 Technical Guide* that provides information about navigating TestNav and conducting online administrations.

❏ Attend Training
- Training should be held by the date specified on the Calendar of Events.
- If you have not received notice of the date and location of the district coordinator session for your region, contact the education service center.
- All district coordinators must attend training annually.
- Bring your manual to the session.
- Bring notes of any questions you have and address them at the training session.

Coordinator Manual Resources

Texas Administrative Code

Assessment Management System Resources

Calendar of Events

S–6   2012 TEXAS STUDENT ASSESSMENT PROGRAM COORDINATOR MANUAL

Coordinator Manual Resources Webpage

The Coordinator Manual Resources webpage on TEA's Student Assessment Division website is divided into two sections: the manual itself and the resources referenced in the manual.

The *Coordinator Manual* is posted online as a complete document and also by section to allow for a faster download.

The PDF version of the *Coordinator Manual* can be searched using keywords. It also includes links indicated with light blue text. A webpage or a page within the *Coordinator Manual* will open when the link is clicked.

Resources available on the resources webpage include the following:

General Information Resources	URL
Accommodation Resources	http://www.tea.state.tx.us/student.assessment/accommodations
Administrations in Alternative Education Settings	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Answer Documents for Training Purposes	http://www.tea.state.tx.us/student.assessment/training/answer-docs
ARD Committee Resources	http://www.tea.state.tx.us/student.assessment/ard
Assessment Management System Information	http://www.TexasAssessment.com/info
Assessment Management System User's Guide	http://www.TexasAssessment.com/guide
Calendar of Events	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Diagram of Shipping Box Contents	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Information on State Assessments for English Language Learners	http://www.tea.state.tx.us/student.assessment/ell
Instructions for Verifying Precoded Student Information	http://www.tea.state.tx.us/student.assessment/manuals/dccm
LPAC Resources	http://www.tea.state.tx.us/student.assessment/ell/lpac
Materials Control Form	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Minimum System Requirements	http://www.TexasAssessment.com/techinfo
Oaths	http://www.tea.state.tx.us/student.assessment/security/oaths
Online Incident Report	http://www.tea.state.tx.us/student.assessment/security/incidents
Optional Test Administration Procedures and Materials	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Paper Administration Request Process for TELPAS Reading and STAAR L Tests	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Problems and Solutions	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Proper Testing Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Seating Charts	http://www.tea.state.tx.us/student.assessment/security/#seating
Special Education Assessments	http://www.tea.state.tx.us/student.assessment/special-ed
TestNav 7 Combined Technical Guide	http://www.TexasAssessment.com/techinfo
Test Security Supplement	http://www.tea.state.tx.us/student.assessment/security/#resources
Texas Administrative Code	http://www.tea.state.tx.us/index4.aspx?id=2296
Texas Assessment Management System	http://www.TexasAssessment.com/login
User Roles and Permissions	http://www.TexasAssessment.com/techinfo

STAAR Resources	URL
Answer Document Features Sample	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Blank Answer Document Packing Lists	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Checklist for STAAR Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Gridding Answer Documents for STAAR Students Taking Above Grade-Level Assessments	http://www.tea.state.tx.us/student.assessment/manuals/dccm
How to Pack Materials for Return to District Coordinator	http://www.tea.state.tx.us/student.assessment/manuals/dccm
How to Pack Materials for Return to Testing Contractor	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Planning for Campus Coordinator Training	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Quick Guide to Online Testing	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Calculator Policy	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Dictionary Policy	http://www.tea.state.tx.us/student.assessment/manuals/dccm
STAAR Questions and Answers	http://www.tea.state.tx.us/student.assessment/staar
STAAR Time Limits Policies and Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm

TELPAS Resources	URL
Checklist for TELPAS Administrations	http://www.tea.state.tx.us/student.assessment/manuals/dccm
Practice Center	http://www.TexasAssessment.com/practice
Student Tutorials	http://www.TexasAssessment.com/TELPAS-tutorials
TELPAS Coordinator's User Guide for Online Holistic Rating Training	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Holistic Rating Training Requirements and Procedures	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Manual	http://www.tea.state.tx.us/student.assessment/ell/telpas/manuals
TELPAS Optional Reports	http://www.TexasAssessment.com/report-info
TELPAS Problems and Solutions	http://www.tea.state.tx.us/student.assessment/manuals/dccm
TELPAS Resources	http://www.tea.state.tx.us/student.assessment/ell/telpas
Texas TrainingCenter	http://www.TexasAssessment.com/texastrainingcenter

Publication Titles

Several publications are mentioned in the manual. Titles of publications have been abbreviated for readability. The following table lists official publication titles, the abbreviated title used in the *Coordinator Manual*, and the URL where each publication can be found online.

Official Title:	Abbreviated Name:	URL
2012–2013 Test Security Supplement	*Test Security Supplement*	http://www.tea.state.tx.us/student .assessment/security
2013 District and Campus Coordinator Manual	*Coordinator Manual*	http://www.tea.state.tx.us/student .assessment/manuals/dccm
2013 STAAR Test Administrator Manual (grades 3–5, 6–8, and EOC)	*Test Administrator Manual*	http://www.tea.state.tx.us/student .assessment/resources/guides/test_admin
TestNav 7 Combined Technical Guide	*TestNav 7 Technical Guide*	http://www.TexasAssessment.com/techinfo
2013 TELPAS Manual for Raters and Test Administrators	*TELPAS Manual*	http://www.tea.state.tx.us/student .assessment/ell
User's Guide for the Texas Assessment Management System	*Assessment Management System User's Guide*	http://www.TexasAssessment.com/guide

Supplements to the Coordinator Manual

The following manuals and users' guides are available to supplement information in the *Coordinator Manual.*

- The *Assessment Management System User's Guide* explains how to navigate the Texas Assessment Management System.

- The *TestNav 7 Combined Technical Guide* provides technology guidelines for administering online assessments. This guide contains technical information covering the Assessment Management System and the browser-based version of TestNav™ 7, which is a test delivery web application.

- The *Test Security Supplement* does not replace any procedures or instructions in the *Coordinator Manual*, but is provided to testing personnel as a supplement to further support incident-free test administrations.

- The *TELPAS Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of TELPAS.

- The *STAAR L Supplement for Paper Administrations* details coordinator and test administrator responsibilities for paper administrations of STAAR L.

- The *STAAR Alternate Manual for District and Campus Testing Coordinators* explains the responsibilities of testing coordinators for administering STAAR Alternate assessments.

- The *Directions for District Coordinators, Campus Coordinators, and Test Administrators—TAKS and TAKS–M* is a combined manual for use during the administration of TAKS assessments.

Texas Administrative Code

The TAC and updates to the TAC are available on the Internet in PDF format, which allows users to print copies as needed and search the electronic version for specific topics.

WWW

Coordinator
Manual
Resources

Texas
Administrative
Code

General Program Information

STAAR

The STAAR program encompasses STAAR, STAAR Spanish, STAAR L, STAAR Modified, and STAAR Alternate.

- STAAR includes mathematics, reading, writing, science, and social studies assessments in grades 3–8 and fifteen EOC assessments in mathematics, English, science, and social studies.

- STAAR Spanish is provided for ELLs in grades 3–5 who meet specific participation requirements for a Spanish-version assessment.

- STAAR L is an online linguistically accommodated English version of the STAAR grades 3–8 and EOC assessments in mathematics, science, and social studies for ELLs who meet participation requirements for particular types of linguistic accommodations.

- STAAR Modified is an alternate assessment based on modified academic achievement standards and is intended for a small number of students receiving special education services who meet specific participation requirements.

- STAAR Alternate is an alternate assessment based on alternate academic achievement standards and is designed for students receiving special education services who meet specific participation requirements. STAAR Alternate is provided to meet the diverse needs of students with significant cognitive disabilities enrolled in grade 3 through high school.

TELPAS

TELPAS assesses the progress that ELLs in K–12 make in learning the English language in the domains of listening, speaking, reading, and writing.

STAAR Time Limits Policies and Procedures

Students will be provided four hours in which to complete STAAR, STAAR Spanish, STAAR L, or STAAR Modified tests. Students must complete the test within the same school day. Campuses should use a clock or a timer to monitor test time. STAAR time limits policies and procedures are described below.

Start and Stop Times

The four-hour time period will start after the test administrator has read directions and tells students to begin working on their tests.

- Start time for the test session must be recorded on the seating chart.
- Students must record all responses before the end of the four-hour time period.
- Once the four-hour time period has ended, test administrators will instruct any students still testing to put their pencils down and close their test booklets or exit their online tests.
- Stop time must be recorded on the seating chart.

Test Administrator "SAY" Directions

Distribution of materials and the bolded, scripted test administrator "SAY" directions are not included in the four-hour time limit.

Announcement of Time Left to Test

Communicate (orally or in writing) the amount of time left to test in one-hour intervals and, if desired, in shorter intervals during the last hour. Students who do not complete their tests within the four-hour time limit should submit what they have completed.

Late-Arriving Students

Districts will need to determine if a late-arriving student will have time to test during that school day or if the student needs to test on a make-up day.

- Each student must be allowed four hours in which to take the test. Students who begin testing after others have started will have a later stop time.
- Late-arriving students must be kept aware of the time they have left to test.

Breaks

Breaks are allowed. Some are included in the time limit; others require the test administrator to stop the testing time for the group or for an individual student. Breaks are classified in two ways:

- Breaks included in the four-hour time limit (not allowed to stop the time clock)
  - water breaks
  - bathroom breaks
  - snack breaks
  - short physical or mental breaks
- Breaks NOT included in the four-hour time limit (required to stop and restart the time clock)
  - lunch
  - emergency situations that significantly interrupt testing
  - consolidation and movement of students to another testing area
  - medical breaks

Test administrators should document stop and restart times when breaks are given.

Lunch

Students may stop testing to take a supervised lunch.

- The testing time must be stopped for a lunch break and will restart when students resume taking the test.
- Stop and restart times must be recorded on the Test Administration Seating Chart.
- Students must place their answer documents inside their test booklets so that all secure materials can be collected and placed in locked storage. If students are testing online, they must exit the test.
- Students must be monitored by trained testing personnel and are not allowed to discuss any test content during lunch.

Multiple Test Sessions

Campuses may offer multiple test sessions per day as long as the four-hour time limit is maintained for each session. Sessions can start before the regularly scheduled school day and can extend beyond the regularly scheduled school day.

Accommodation
Resources

Extended Time Accommodations

Extended time accommodations fall into two categories: extra time (same day) and extra day. Details about eligibility and decision-making procedures for these accommodations are on the Accommodation Resources webpage.

- The **extra time (same day)** accommodation is for eligible students with disabilities and ELLs.

- The **extra day** accommodation (rare) is for eligible students with disabilities who have a TEA-approved Accommodation Request Form. Special procedures and guidelines for testing over multiple days will be provided with approved requests.

Optional Test Administration Procedures and Materials

During state assessments, optional test administration procedures and materials may be provided to any student based on his or her needs. They are available to ANY student but are not intended to be used by ALL students. The following list briefly outlines these procedures and materials. For a complete explanation, as well as examples of their use, please refer to the Optional Test Administration Procedures and Materials document on the Coordinator Manual Resources webpage.

The optional test administration procedures and materials are not considered testing accommodations, and their use during the state assessment is not recorded on the student's answer document. Local documentation of optional test administration procedures and materials is required only in order to plan for testing day(s).

A student may use the following procedures and materials during the state assessments.

- Preferential seating is allowed so that a student may sit where he or she is most comfortable.

- Special lighting conditions are allowed for a student to achieve optimal vision and comfort.

- Signing test administration directions for a student who is deaf or hard of hearing or translating test administration directions into the native language of an ELL is allowed.

- A student may read the test out loud to facilitate comprehension.

- The test administrator may read aloud or sign the personal narrative, expository, literary, or persuasive writing prompt to any student who requests this assistance.

- Any student may receive reading assistance on the grade 3 mathematics test.

- A student may use scratch paper or another workspace to make notes, write computations, or record responses when the space provided with the test questions does not meet the student's needs.

- Procedures to minimize distractions may help a student maintain focus. These may include a stress ball, noise-reducing headphones, or instrumental music (no lyrics) played through an individual student's headphones or earbuds.

- A student may use colored overlays if needed.

- A student may use magnifying devices.

- A student may use blank place markers on the test and answer document.

- A student may use highlighters, colored pencils, or crayons in the test booklet to emphasize important information. They may not be used on the answer document.

Accommodation
Resources

Accommodations Information

Accommodations are changes to materials or procedures that enable students with disabilities and ELLs to participate meaningfully in learning and testing activities. Information regarding allowable accommodations for the STAAR and TELPAS programs can be found on the Accommodation Resources webpage.

Accommodations for Students with Disabilities

- The following types of accommodations are available to students with disabilities. Students receiving special education or Section 504 services, as well as those students who do not qualify for services but are eligible for accommodations due to their disabling condition, may be eligible for the accommodations listed below.

  - Type 1—available for students who have a specific need and who routinely, independently, and effectively use the accommodation during classroom instruction and testing; not necessary to submit an Accommodation Request Form to TEA

  - Type 2—includes the requirements of Type 1, along with additional specific eligibility criteria; not necessary to submit an Accommodation Request Form to TEA

  - Type 3—requires the submission and approval of an Accommodation Request Form to TEA

  Refer to the Accommodation Resources webpage for detailed information regarding accommodations for students with disabilities.

Unexpected or Emergency Situations

Unexpected or emergency situations (I.e., a broken arm) that occur just prior to or on the day of the state assessment may necessitate the use of a testing accommodation. In unexpected or emergency situations, testing coordinators should first review the Optional Test Administration Procedures and Materials and then the Accommodation Triangle to see if any of these options meet the student's needs.

When considering how to meet a student's needs in an unexpected or emergency situation, encouraging student independence should be a priority. If a Type 1 or Type 2 accommodation can meet the student's needs, the testing coordinator does not need to contact TEA. If a student requires a Type 3 accommodation, the testing coordinator must immediately contact a member of TEA's Accommodations Task Force for permission and guidance. After testing, the accommodation type should be recorded on the student's answer document and documentation kept at the campus level.

For additional questions about testing accommodations in unexpected or emergency situations, refer to the *Critical Information about Accommodations for Students with Disabilities* document on the Accommodations Resources webpage or contact a member of TEA's Accommodations Task Force at 512-463–9536.

Linguistic Accommodations for ELLs

Linguistic accommodations address the unique second language acquisition process of students who are learning a new language. These accommodations are intended to decrease the language barrier ELLs experience when learning and demonstrating knowledge and skills in English.

Linguistic accommodations are available for eligible ELLs taking STAAR, STAAR L, and STAAR Modified. The types and number of linguistic accommodations available vary according to the eligibility criteria and the subject area assessed. Because students taking STAAR Spanish are testing in their primary language, linguistic accommodations beyond a native language assessment are not provided. The linguistic accommodations available on STAAR, STAAR L, and STAAR Modified assessments are found in the chart below. Detailed information about each linguistic accommodation is available on the Accommodation Resources webpage.

Accommodation Resources

Allowable Linguistic Accommodations for ELLs (STAAR Grades 3–8 and EOC)			
	STAAR (English)	**STAAR L**	**STAAR Modified**
Mathematics **Science** **Social Studies**	• Bilingual dictionary • Extra time (same day)	• Bilingual dictionary • Extra time (same day) (Clarification in English of word meaning and reading aloud of text are provided in online interface.)	• Bilingual dictionary • Extra time (same day) • Clarification in English of word meaning • Reading aloud of text • Oral translation • Bilingual glossary
Reading* **Writing***	***Reading and Writing:*** • Dictionaries of various types** • Extra time (same day) ***Writing:*** • Clarification in English of word meaning in writing prompts ***English I–III Reading:*** • Clarification in English of word meaning in short answer questions	Not Applicable	• Dictionaries of various types** • Extra time (same day) • Clarification in English of word meaning • Reading aloud of eligible text • Oral translation

*Unless otherwise indicated, "reading" and "writing" refer to the reading and writing components of the English I, II, and III tests as well as the 3–8 tests.

**The STAAR program dictionary policy for reading and writing in grade 6 and above includes use of standard English, ESL (simplified English), and bilingual dictionaries for all students. For grades 3–5 reading and grade 4 writing, use of dictionaries is permitted as a linguistic accommodation for eligible ELLs.

Calendar of Events—2013 Testing

Events	March TAKS Exit Level Retest	March TAKS/TAKS–M Grades 11 & Exit Level ELA	March TELPAS Grades K–12	April STAAR Grades 4&7 Writing and Grades 5&8 Math & Reading	April STAAR End-of-Course	April TAKS/ TAKS–M Grades 11 & Exit Level	April STAAR Grades 3–8	April TAKS Exit Level Retest
Districts receive precode file layouts	8/13	8/13	—	8/13	8/13	8/13	8/13	—
District coordinators submit participation counts (online and paper)	—	9/21–11/11	—	9/21–11/11	9/21–11/11	9/21–11/11 1/4–1/25 updates	9/21–11/11 1/4–1/25 updates	—
District coordinators select precode option/select sort order	11/7–12/7	11/7–12/7	11/7–12/7	11/7–2/8	1/14–2/8	11/7–2/15	11/7–2/15	—
Districts receive Advance Letter/Materials List (posted online only)	1/28	2/4	—	3/4	3/4	4/1	3/25	4/1
District coordinators submit precode files/send student data	1/2–1/18	1/2–1/18	—	1/14–2/8	1/14–2/8	3/4–3/15	3/4–3/15	—
Registration site open for student data submission (online testing only)	1/2–3/11	—	1/22–4/12	STAAR L only 1/21–4/05	1/14–4/5	—	STAAR L only 3/4–5/1	3/19–4/30
Registration for out-of-school/district examinees (online only)	12/3–1/18	—	—	—	2/11–3/1	—	—	—
Districts receive test administrator manuals	—	1/9–1/15	1/9–1/15	2/18–2/22	2/18–2/22	1/9–1/15	2/18–2/22	—
District coordinator training sessions	By 1/25	By 1/25	By 1/25	By 1/25	By 1/25	By 1/25	By 1/25	By 1/25
Districts receive combined shipment of test materials	2/11–2/15	2/11–2/15	—	3/11–3/22	3/11–3/15	4/8–4/12	4/1–4/12	4/8–4/12
Deadline for district coordinators to order additional materials	2/25	2/25	—	3/25	3/25	4/15	4/15	4/15
Districts receive precoded materials	By 2/15	By 2/27	—	3/26	By 3/25	4/16	By 4/17	By 4/12
Districts receive out-of-school/district materials	2/19	—	—	—	3/25	—	—	4/16
Campus coordinator training sessions	By 2/25	By 2/25	Holistic By 2/8 Reading By 2/25	By 3/25	By 3/25	By 4/15	By 4/15	By 4/15
Test administrator training sessions	By 3/1	By 3/1	Holistic By 2/18 Reading By 3/15	By 3/28	By 3/28	By 4/22	By 4/22	By 4/22
TEST ADMINISTRATIONS · Writing	—	—	—	4/2–4/3	—	—	—	—
TEST ADMINISTRATIONS · English Language Arts	3/4	3/4	—	—	—	—	—	4/22
TEST ADMINISTRATIONS · Mathematics	3/5	—	—	4/2	—	4/23	4/23 (G3, 4, 6, 7)	4/23
TEST ADMINISTRATIONS · Reading	—	—	—	4/3	—	—	4/24 (G3, 4, 6, 7)	—
TEST ADMINISTRATIONS · Science	3/6	—	—	—	—	4/24	4/24 (G5, 8)	4/24
TEST ADMINISTRATIONS · Social Studies	3/7	—	—	—	—	4/25	4/25 (G8)	4/25
TEST ADMINISTRATIONS · End-of-Course	—	—	—	—	4/1 (English I & III Writing) 4/2 (English I & III Reading) 4/3 (English II Writing) 4/4 (English II Reading)	—	—	—
TEST ADMINISTRATIONS · TELPAS	—	—	3/18–4/10	—	—	—	—	—
Campus coordinators return scorable materials to district coordinator	3/8	3/8	—	4/4	4/5	4/26	4/29	4/26
District coordinators ship all scorable materials; and/or order optional reports through Assessment Management System	3/11	3/11^	4/12	4/5^^	4/8^^^	4/29	5/1	4/29
Districts complete verification of TELPAS student records	—	—	4/12	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator	3/18	3/18	4/29	4/15	4/15	5/6	5/8	5/2
District coordinators ship all nonscorable materials	3/25	3/25	5/6	4/22	4/22	5/15	5/14	5/13
Districts receive preliminary rosters (online only)	3/28	—	—	—	5/20–5/31	—	—	—
Districts receive Standard and Optional Reports	4/19	5/22	5/10	4/22 (GR 5&8) 5/22 (GR 4&7)	6/7	5/22	5/22	5/15
Regional Service Centers receive preliminary region reports (online only)	—	5/29	—	4/29	6/14	5/29	5/29	—
Districts notify students and parents of test results	By 5/31	By 5/31	By 5/31	By 5/31	By 6/14	By 5/31	By 5/31	By 6/5
Resolve Student Warnings / Record Changes	4/17–5/3	5/20–5/31	5/8–5/31	4/22–5/3	5/13–6/14	5/20–5/31	5/20–5/31	5/13–5/31
Districts submit test taken information changes	—	5/20–5/31	5/8–5/31	4/22–5/3	—	5/20–5/31	5/20–5/31	—
Districts receive updated CSRs and data files (online only)	5/17	6/14	6/14	5/17	6/28	6/14	6/14	6/14
Education service centers receive final region reports (online only)	6/7	6/28	6/21	5/24	6/28	6/28	6/28	6/28
Districts report results to local board of trustees	By 9/27	By 9/27	By 9/27	By 9/27	By 9/27	By 9/27	By 9/27	By 9/27

†Precoded materials may arrive up to three weeks prior to the date noted.
*New coordinators only
**For STAAR End-of-Course mode collection, online and paper
NOTE: The TAKS (Accommodated) form is administered on the same day as the TAKS administrations.
^ Optional Reports for the March TAKS/TAKS–M Grades 11 & Exit Level ELA administration will be ordered with the April TAKS/TAKS–M Grades 11 & Exit Level administration
^^ Optional Reports for STAAR grades 4 and 7 will be ordered with the STAAR 3–8 administration.
^^^ Optional Reports for the April STAAR End-of-Course administration will be ordered with the May STAAR End-of-Course administration.
¶For May STAAR End-of-Course, districts may return materials in two shipments. (Only submit answer documents at the end of week 1 if your district has completed testing all students in that course. All remaining answer documents should be submitted at the end of the second week of the test administration window.)

Calendar of Events—2013 Testing

Events	May STAAR End-of-Course	May STAAR Grades 5&8 Math & Reading Retest	June STAAR Grades 5&8 Math & Reading Retest	July STAAR End-of-Course	July TAKS Exit Level Retest	October TAKS Exit Level Retest	December STAAR End-of-Course
Districts receive precode file layouts	8/13	—	—	8/13	—	8/12	8/12
District coordinators submit participation counts (online and paper)	9/21–11/11 1/4–1/25 updates	—	—	4/8–4/19**	—	—	8/19–9/6
District coordinators select precode option/select sort order	3/4–3/22	—	—	6/3–6/5	—	8/5–8/23	9/23–10/11
Districts receive Advance Letter/Materials List (posted online only)	4/8	4/22	5/28	6/10	6/10	9/23	11/4
District coordinators submit precode files/send student data	3/4–3/22	—	—	6/3–6/5	—	9/3–9/13	9/23–10/11
Registration site open for student data submission (online testing only)	3/4–5/17	—	—	6/3–7/19	5/28–7/15	9/9–10/24	9/23–12/13
Registration for out-of-school/district examinees (online only)	2/11–3/29	—	5/20–5/31	6/10–6/21	4/29–6/7	8/5–9/13	10/7–10/25
Districts receive test administrator manuals	2/18–2/22	2/18–2/22	2/18–2/22	2/18–2/22	—	—	2/18–2/22
District coordinator training sessions	By 1/25	By 1/25	By 1/25	By 6/14*	By 6/14*	By 9/20*	By 11/22*
Districts receive combined shipment of test materials	4/15–4/19	4/29–5/3	6/10–6/14	6/17–6/21	6/17–6/21	9/30–10/4	11/11–11/15
Deadline for district coordinators to order additional materials	4/29	5/6	6/17	7/1	7/1	10/14	11/25
Districts receive precoded materials	By 4/29	By 5/3	By 6/14	By 7/1	By 6/21	By 10/4	By 11/15
Districts receive out-of-school/district materials	4/29	—	—	7/1	7/1	10/14	11/25
Campus coordinator training sessions	By 4/29	By 5/6	By 6/17	By 7/1	By 7/1	By 10/8	By 11/25
Test administrator training sessions	By 5/3	By 5/10	By 6/24	By 7/5	By 7/5	By 10/14	By 11/22

TEST ADMINISTRATIONS

Events	May STAAR End-of-Course	May STAAR Grades 5&8 Math & Reading Retest	June STAAR Grades 5&8 Math & Reading Retest	July STAAR End-of-Course	July TAKS Exit Level Retest	October TAKS Exit Level Retest	December STAAR End-of-Course
Writing	—	—	—	—	—	—	—
English Language Arts	—	—	—	—	7/8	10/21	—
Mathematics	—	5/14	6/25	—	7/9	10/22	—
Reading	—	5/15	6/26	—	—	—	—
Science	—	—	—	—	7/10	10/23	—
Social Studies	—	—	—	—	7/11	10/24	—
End-of-Course	5/6–5/17	—	—	7/8 (English I & III Writing) 7/9 (English I & III Reading) 7/10 (English II Writing) 7/11 (English II Reading) 7/8–7/19 (all other courses)	—	—	12/2 (English I & III Writing) 12/3 (English I & III Reading) 12/4 (English II Writing) 12/5 (English II Reading) 12/2–12/13 (all other courses)
TELPAS	—	—	—	—	—	—	—

Events	May STAAR End-of-Course	May STAAR Grades 5&8 Math & Reading Retest	June STAAR Grades 5&8 Math & Reading Retest	July STAAR End-of-Course	July TAKS Exit Level Retest	October TAKS Exit Level Retest	December STAAR End-of-Course
Campus coordinators return scorable materials to district coordinator	5/20¶	5/16	6/27	7/15 (English I, II, III, and all other completed courses) 7/22 (all other courses)	7/15	10/25	12/9 (English I, II, III, and all other completed courses) 12/16 (all other courses)
District coordinators ship all scorable materials; and/or order optional reports through Assessment Management System	5/21¶	5/17	6/28	7/16 (English I, II, III, and all other completed courses) 7/23 (all other courses)	7/15	10/28	12/10 (English I, II, III, and all other completed courses) 12/17 (all other courses)
Districts complete verification of TELPAS student records	—	—	—	—	—	—	—
Campus coordinators return all nonscorable materials to district coordinator	5/24	5/22	7/5	7/26	7/17	10/29	12/18
District coordinators ship all nonscorable materials	5/31	5/30	7/12	8/2	7/23	10/30	12/27
Districts receive preliminary rosters (online only)	5/20–5/31	—	—	—	—	11/15	12/16–1/10
Districts receive Standard and Optional Reports	6/7	6/3	7/12	8/16	8/9	12/6	1/15
Regional Service Centers receive preliminary region reports (online only)	6/14	—	—	—	—	—	—
Districts notify students and parents of test results	By 6/14	By 6/7	By 7/19	By 9/6	By 9/6	By 12/27	By 1/22
Resolve Student Warnings / Record Changes	5/13–6/14	5/30–6/7	7/10–7/19	7/15–8/28	8/7–8/23	11/27–12/13	12/9–1/24
Districts submit test taken information changes	—	—	—	—	—	—	—
Districts receive updated CSRs and data files (online only)	6/28	6/21	8/2	9/13	9/6	12/27	2/12
Education service centers receive final region reports (online only)	6/28	6/28	8/16	9/13	9/20	1/10	2/7
Districts report results to local board of trustees	By 9/27	By 9/27	By 9/27	11/1	11/1	By 1/24	By 3/26

Test Security and Confidentiality Requirements

All assessment instruments as defined under TEC §39.023 and §39.027 are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential. As specified in the *Test Security Supplement* of 19 TAC, Chapter 101, each person participating in the student assessment program is required to maintain and preserve the security and confidentiality of all test material and student data, and must also handle this information in strict accordance with the instructions contained in this manual, the *Test Security Supplement*, and in the test administrator manuals.

Test Security

Test security involves accounting for all secure materials and confidential student information before, during, and after each test administration. Districts must ensure that the only individuals permitted to have access to these materials and information are district personnel who meet the requirements to participate in the Texas student assessment program, have been trained, and have signed the appropriate oath. Further, districts are required to implement the controls necessary to ensure throughout each stage of an administration the proper storage and accurate tracking of secure materials. Documents used to account for materials, such as inventory pages that arrive with the shipments of materials from the contractor and the Materials Control Forms, should be completed accurately and carefully maintained in a location that would prevent them from being compromised. Other steps districts must take to maintain proper security include but are not limited to

- maintaining an inventory of all materials upon receipt from the state's testing contractor;

- placing test booklets and answer documents in secure, limited-access, locked storage when not in use;

- collecting and destroying, after each test administration, any recordings, graph paper, scratch paper, or state-supplied reference materials that students have written on during the test;

- ensuring when testing has concluded that all secure materials assigned to individual campuses have been inventoried and packaged in accordance with the procedures detailed in this manual; and

- maintaining inventory and shipping records for at least five years in the event that a discrepancy arises or the receipt of the district's materials cannot be confirmed.

District testing coordinators are ultimately responsible for ensuring that all secure items have been accounted for prior to shipping the materials back to the testing contractor.

Confidentiality Requirements

Maintaining the confidentiality of the Texas student assessment program involves protecting the contents of all test booklets, online assessments, completed answer documents, TELPAS holistically rated components, and STAAR Alternate documentation forms. This requires compliance with, but is not limited to, the following guidelines:

- Before handling secure test materials, all testing personnel who meet the requirements to participate in statewide testing must undergo training and must sign the appropriate security oath affirming that they understand their obligations concerning the security and confidentiality of the state assessments.

- Upon first accessing the secure online administrative features of the Assessment Management System, trained and qualified testing personnel who will be administering online assessments must read and accept a statement of confidentiality.

- All tests must be administered in strict accordance with the instructions contained in the test administration materials.

- No person may view, reveal, or discuss the contents of a test booklet or online assessment before, during, or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials. If circumstances necessitate that a test booklet or online assessment be examined, permission MUST first be obtained from TEA.

- No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument (paper or online) without prior approval from TEA. Districts may not duplicate and retain student compositions and/or short answer responses.

- Only students may respond to test questions, including performing calculations, using strategies, and creating rough drafts to written responses.

- Test administrators conducting an oral administration must be aware that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a test are required to sign a separate section of the test administrator's oath.

- No person may review or discuss student responses or STAAR Alternate performance data during or after a test administration unless specifically authorized to do so by the procedures outlined in the test administration materials.

For additional information, including steps districts can take to maintain test security and confidentiality, and for more detail about security requirements, refer to the *Test Security Supplement*.

Test Security Supplement

Penalties for Prohibited Conduct

In accordance with 19 TAC §101.65, any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidentiality, and any person who fails to report such a violation, may be subject to the following penalties:

- placement of restrictions on the issuance, renewal, or holding of a Texas educator certificate, either indefinitely or for a set term;

- issuance of an inscribed or non-inscribed reprimand;

- suspension of a Texas educator certificate for a set term; or

- revocation or cancellation of a Texas educator certificate without opportunity for reapplication for a set term or permanently.

Districts electing to use certified or noncertified paraprofessionals (e.g., teacher aides) during the administration of a state assessment, including any personnel who have access to secure test materials, must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under this circumstance, the supervising certified professional is subject to the penalties above.

Release or disclosure of confidential test content could result in criminal prosecution under TEC §39.0303, Section 552.352 of the Texas Government Code, and Section 37.10 of the Texas Penal Code. Further, 19 TAC §249.15 stipulates that the State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

Additionally, irregularities resulting in a breach of test security or confidentiality may result in the invalidation of students' assessments.

Measures Implemented by TEA to Ensure Test Security and Confidentiality

Maintaining the security and confidentiality of the Texas student assessment program is critical to ensuring valid test scores and providing standard and equal testing opportunities for all students. In accordance with TEC §39.0301, TEA has engaged in ongoing efforts to improve the security of the assessment program, including the introduction in June 2007 of a comprehensive 14-point plan designed to assure parents, students, and the public that test results are meaningful and valid. More information about the recommendations for implementation of the 14-point Test Security Plan can be found online.

Given the high stakes associated with student performance, test administration personnel may face challenges in managing the testing requirements at the local level. To help guide districts in implementing these requirements and to foster best practices for maintaining a secure testing program, the Student Assessment Division developed the *Test Security Supplement*.

Test Security Supplement

Security Oaths and Confidentiality Statements

All district and campus personnel who participate in state-mandated testing or handle secure test materials must meet the eligibility requirements detailed in this manual, be trained, and sign a security oath. Any person who has more than one testing role (for instance, a principal who also serves as campus coordinator) must receive appropriate training and sign a security oath for **each** role.

Note: Any person who serves as a test administrator, even as relief for a regular test administrator, must receive appropriate training and sign the test administrator oath.

Security oaths for superintendents and district testing coordinators are included in the district coordinator packets issued prior to each administration. Security oaths for test administrators can be found in the test administrator manuals. Copies of each oath are also included in Appendix C of this manual. Additionally, all oaths are available for viewing or downloading from the Student Assessment Division website.

With the exception of STAAR Alternate and TELPAS, test administrators are required to sign only one oath for the 2013 calendar year. All oaths are valid for 2013 spring, summer, and fall testing, as well as any field testing and mandatory sampling conducted during this time period. STAAR Alternate test administrator oaths and TELPAS oaths for test administrators, raters, and writing collection verifiers are separate from other oaths.

Districts electing to use certified or noncertified paraprofessionals (e.g., teacher aides) during the administration of a state assessment, including any personnel who have access to secure test materials, must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security of confidentiality occurs under this circumstance, the supervising certified professional is subject to the penalties previously outlined.

Refer to the associated section in the *Assessment Management System User's Guide* for more information about the online testing confidentiality statement.

Oaths

Assessment Management System User's Guide

Document Retention

Districts are required to securely maintain the following documents for a period of five years after a test administration:

- signed security oaths for all testing personnel (with the exception of the district testing coordinator and superintendent/chief administrative officer oaths, which are mailed to the state's testing contractor at the end of the calendar year)

- testing irregularity and investigation documentation

- inventory and shipping records (including Materials Control Forms and records documenting the transfer of secure materials within and outside the district)

- seating charts for all test sessions, with start and stop times recorded

Districts may decide how this documentation is to be stored—scanned and kept in an electronic format or retained as hard copy—as long as the information is secure, legible, and can be retrieved if necessary.

Testing Irregularities

Incidents resulting in a deviation from documented testing procedures are defined as testing irregularities and are viewed by TEA as falling in one of two categories—serious and procedural.

Serious irregularities constitute severe violations of test security and/or confidentiality and can result in the individual(s) responsible being referred to the TEA Educator Standards and Certification Legal Division for consideration of disciplinary action (including suspension or termination of educator certification credentials). Examples of serious violations involve, but are not limited to, the following:

- directly or indirectly assisting students with responses to test questions
- tampering with student responses
- falsifying TELPAS holistic ratings or STAAR Alternate student performance data
- viewing secure test content or STAAR Alternate performance data before, during, or after an assessment (unless specifically authorized to do so by the procedures outlined in the test administration materials)
- discussing secure test content, student responses, or student performance
- scoring student tests, either formally or informally
- duplicating, recording, or capturing (electronically or by any other means) confidential test content without permission from TEA

Procedural irregularities are less severe, more common, and are typically the result of minor deviations in testing procedures. Below are some examples of procedural irregularities that have been grouped by category.

Eligibility Error
- Eligible students were not tested.
- Ineligible students were tested.

Individualized Education Program (IEP) Implementation Issue
- A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation.
- A student receiving special education services was administered the wrong test.

Improper Accounting for Secure Materials

- Secure materials were not returned, checked in, and accounted for at the end of each testing day.

- A test administrator, campus testing coordinator, or district testing coordinator lost or misplaced completed answer document(s), test booklet(s), or other secure materials.

- Secure materials were not returned to the testing contractor by the published date.

Monitoring Error

- A test administrator left a room unattended when students or secure materials were present or when secure online tests were open and visible.

- Secure materials were left unattended, or secure online tests were left open and visible, during a lunch break, a short break taken in the testing room, or restroom breaks.

- Testing personnel did not monitor students during a break.

- A test administrator did not ensure that students worked independently during testing (for example, students were not prevented from using cell phones to text messages to each other during testing).

- A test administrator did not verify that students filled in their responses on their answer document.

- A student was allowed to remove secure materials from the testing area.

Procedural Error

- A test administrator failed to issue the correct materials (for example, No. 2 pencils, dictionaries, calculators), or students were provided nonallowable materials.

- Testing personnel who were not properly trained were allowed to administer tests or handle secure materials.

- For the STAAR program, a student was permitted to test beyond the required four-hour time limit or was not provided the full four-hour time allotment to complete an assessment.

- A test administrator failed to use the test administration materials or failed to read aloud the bolded, scripted test administration directions verbatim as outlined in the test administration materials.

- A student was provided an unallowable accommodation.

- A TELPAS writing collection was not submitted in accordance with required assembly criteria.

Reporting of Testing Irregularities

Each person participating in the Texas student assessment program is directly responsible for reporting immediately any violation or suspected violation of test security or confidentiality. Campus staff should notify their campus or district testing coordinator if they witness an irregularity or suspect one has occurred, and district testing coordinators should in turn notify TEA. The district testing coordinator is directly responsible for reporting to TEA all violations that occur within his or her district. Further, any incidents involving alleged or suspected violations that fall under the category of a serious irregularity must be reported to the Student Assessment Division **as soon as the district coordinator is made aware of the situation.** Testing personnel should contact TEA if they are unsure about whether an irregularity has occurred or if they are unclear regarding what constitutes a serious violation.

19 TAC §101.65 requires the superintendent and campus principals in each school district, the chief administrative officer of each charter school, and any private school administering tests as allowed under TEC §39.033, to ensure that TEA is notified of any conduct that violates the security or confidential integrity of a test. Failure to cooperate with TEA in an investigation or to properly report that an individual has engaged in conduct that violates the security or confidentiality of a test is itself a violation of 19 TAC §101.65, 19 TAC §249.15, and TEC §21.006 and could result in sanctions.

Reporting requirements differ based on the severity of the confirmed or alleged violation(s); **therefore, district coordinators must determine whether the incident is a serious or procedural irregularity. All testing irregularities must be reported through the submission of a Student Assessment Division online incident report form.** The contents of reports and documentation submitted to TEA must clearly lay out the sequence of events and include the district's determination in the matter. TEA may also require additional information, such as a Corrective Action Plan, or require certain documentation to be maintained at the district level. The following information describes the specific reporting requirements for each type of irregularity.

Reporting Serious Irregularities

The district testing coordinator (or his or her designee) is responsible for investigating confirmed or alleged serious testing violations and must notify the TEA Student Assessment Division as soon as the district is made aware of the situation. Depending on the nature and severity of the issue, TEA may request that the district take certain actions, such as interviewing students or interpreting test results, to ensure a thorough and complete investigation. At a minimum, each of the following items must be completed and submitted by the district to fulfill the state's requirements for reporting serious testing violations:

- an incident report (must be submitted via the Online Incident Reporting Process)
- typed, dated, and signed statement(s) from the individual(s) involved
- the district's determination of exactly what happened, why it happened, and how the incident was addressed, remedied, or resolved.

Online Incident Report

Statements from parties responsible for or involved in a serious testing irregularity should be typed and submitted on district/campus letterhead and include at least the following information:

- name, title, and role during testing

- how the individual was responsible for or involved in the incident

- a description of the incident from the individual's perspective (educators implicated in the report of having committed a serious testing irregularity should include a response to each specific allegation)

- the individual's signature

- the date the statement was generated

District coordinators or their designees should review all statements submitted by the responsible/involved parties to ensure that at least the minimum required information has been gathered. If a discrepancy is noted in statements provided in response to a serious irregularity, coordinators should address and resolve the inconsistency with the individual(s) involved and provide the district's determination regarding the identified discrepancy.

If TEA determines that a Corrective Action Plan must be submitted, the following information should be included in the plan:

- a brief summary of the incident

- a description of how the incident occurred

- a description of why the incident occurred

- any local actions taken against educator(s) as a result of the district's investigation

- a description of the specific procedure(s) that will be implemented to prevent future occurrences of this type of incident

- name and role (title) of person submitting the plan

- signature of superintendent or chief administrative officer acknowledging and approving this plan

Reporting Procedural Irregularities

Procedural irregularities are often the result of minor errors that do not generally represent severe breaches in test security or confidentiality. Therefore, the reporting procedures for these types of incidents are simplified and require only the submission of an online incident report. Although district testing coordinators (or their designees) are not required to collect and submit supporting documentation or statements from all parties involved, they are still responsible for evaluating these kinds of errors so that they can provide an accurate summary of the incident when reporting the irregularity via the Online Incident Reporting Process. The district's reporting obligation is fulfilled once the online submission has been completed.

Online Incident Report

All procedural irregularity reports must be submitted within 10 working days of the district testing coordinator being made aware of the incident.

Submission of Information

Incident reports must be submitted to TEA online using the following guidelines:

1. Access the Online Incident Reporting Process located on TEA's Student Assessment Division website.

2. Review the procedures for reporting an irregularity online and then click the *Click here to submit an online incident report* link.

3. Select your district and campus from the pull-down menus; choose "Yes" or "No" to answer the district coordinator and serious irregularity questions; and complete the required information in the form.

4. If you are submitting the documentation required for a serious violation, use the form's attachment feature to attach the electronic supporting documentation.

5. If you choose not to use the online attachment option, all supporting documentation can be submitted by email to testsecurity@tea.state.tx.us. With each set of documentation attached to an email, be sure to include in the subject line the incident identification number provided to you upon completion of the online submission.

If you encounter difficulties using the online submission process, call the Student Assessment Division at 512-463-9536 for assistance.

Online Incident Report

Reporting of Disciplinary Actions Taken Against Students for Cheating on State Assessments

If a district determines that a student has been involved in an attempt to cheat on a state assessment, the district is required to invalidate the student's test by marking the score code "O" for "Other" on the student answer document for the corresponding test. Additional disciplinary action may be taken at the local level in accordance with district policy. Any locally determined disciplinary actions stemming from the cheating must be submitted to TEA via the Locally Determined Disciplinary Actions Form developed for that purpose, which can be accessed at http://www.tea.state.tx.us/student.assessment/security.

Submission of a separate online incident report form will be necessary ONLY IF the district determines that adult testing personnel contributed to, caused, or did not detect the cheating due to inadequate monitoring.

For more information about test security, refer to the *Test Security Supplement.*

Test Security Supplement